

The Influence Of Achievement Orientation On Player Performance: Evidence From Malaysian Sport Schools.

Mohamad Nasrullah bin Nasiruddin, Ishak Sin & Mohd Sofian Omar Fauzee

Abstract: Achievement orientation influences athlete participation in sports as athletes who have a competitive, goal and winning orientation will be able to adjust before and during the competition to compete to a greater degree. Coaches play an important role in determining the orientation pattern of athlete achievement in order to inculcate high fighting spirit, be positive, and be able to compete further. Therefore, this study was conducted to identify factors that influence the orientation of achievement on player performance in Malaysia. A total of 150 students' athletes from the Malaysian Sports Schools were selected as respondents of the study. The findings show that all three components of achievement orientation, namely win, competitive and goal are reliable and valid, and the achievement orientation has an impact on player performance. In conclusion, the coach can play a role in improving the player's achievement orientation as well as their performance.

Index Terms: Achievement Orientation, Coaches, Sports School, Malaysia, Performance.

1. INTRODUCTION

The achievement of an athlete in a sporting field is an important factor for all involved in achieving success [1]. However, the success of Malaysian athletes today is not satisfactory. Reports show that some sports in Malaysia have experienced declines such as football, badminton, hockey, sports and some other sports [2]. Malaysia was ranked 75th in the world of football in 1993 but to date Malaysia has been declining to rank 174th in the world [3]. Hockey sports also show a decline in performance according to the world rankings Malaysia was ranked 10th in the world in 2003 and most recently decreased to 13th place [4]. The question is, what is the main cause of athlete's performance? Among the factors identified are lack of motivation and lack of achievement orientations which results in a decline in athlete performance [5] & [6]. One of the reasons motivation and achievement orientation are low or rising is due to the influence of coach leadership [7]. The achievement of athletes and players in a sporting field is essential to maintaining the success and goals of athletes and players in the face of any competition. The orientation of the athlete and player achievements is necessary to achieve good performance during the tournament. Each athlete and player has a different orientation [8]. Previous studies have focused only on athlete and player satisfaction, coach leadership style and not associated coach leadership style in influencing the orientation of the school's performance on player performance. Based on these gaps, a study should be conducted to identify factors driving achievement orientation towards player performance in sport school.

2 LITERATURE REVIEW

Gill and Deeter [8] describe achievement motivation in sports contexts that can be translated into achievement orientation. Achievement orientation (AO) is a key feature of sports and training activities. Behavior is only defined as achievement-oriented when an individual is responsible for a result in which the outcome is evaluated with a certain degree of excellence. This achievement-oriented behavior is influenced by the degree of individual's desire to succeed and the individual's tendency to avoid failure. A recent study conducted by Dijana and Ekrem, [9] examined achievement orientations that compared student and non-student athletes. The results show that there are differences in achievement orientations among professional student athletes and recreational athletes. Kenioua and Boumasjed, [10] studied the level of self-esteem among football players and the orientation of their players 'performance according to their players' position and the results of the study suggest that there is a positive relationship between player position and level of player achievement orientation. In this study researchers will study the influence of achievement orientation on the performance of sports school students in Malaysia.

3 METHOD

This research applies a quantitative design, a research method that uses a survey instrument and involves measurement of the research variables through statistical discourse. [11]. A total of 150 questionnaires was distributed to sport student school in Malaysia, using systematic random sampling. In this case, a total of 150 forms returned and analyzed successfully. The respondents were represented by 150 male students (100%). Of the age categories, 50 students (33.33%) were age 13, while the remaining 100 students (66.66%) were age 14. All the respondents were students playing football in the league of the ministry of education in Malaysia. The instrument in this study adapted Sport Orientation Questionnaire (SOQ) and Sport Performance [8]. The original version of the instrument is in English, while the preparation of this instrument is in Malay. Therefore, the method of back translation, as suggested by [12], has been implemented. To ensure the validity of the content and instrument, three experts in the field of sport leadership conducted a review to ensure that the questionnaire used

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complies with the research objectives. In total, there were 25 items used on a 5-point Likert scale, starting "Strongly Disagree" (1) to "Strongly Agree" (5). This study was analyzed using SmartPLS3 software to identify the impact of AO components on player performance. There are two things to keep in mind when making a PLS-SEM report, namely the measurement model and structure model [13]. The assessment of measurement model was used to explore the validity and reliability of each component [14]. Also, the assessment of structural model is used to measure the relationships between the components built into the study model [14]. PLS-SEM is preferred because it provides a user-friendly interface, secure method and accurate analysis of empirical data based on the research.

4 RESULTS

A. Assessment of Measurement Model

In this section, the model evaluated through convergent validity, which is a degree of measurement that ensures that the two components are related to each other [15]. Two validity methods proposed are composite reliability (CR) and also the average variance extracted (AVE). [13] suggests that the value of CR should be more than 0.60, while the value of AVE should be greater than 0.50 to complete convergent validity requirements. Based on Table 1 below, the value of CR for each construct has exceeded 0.60 while the value of AVE is also above 0.5, as suggested. This situation proves that all components meet the requirements of convergent validity.

TABLE 1: RESULT OF CONVERGENT VALIDITY

First-order constructs	Second-order construct	Item	Factor Loading	CR (> 0.6)	AVE (> 0.5)
Win		D14	0.770	0.778	0.540
		D22	0.756		
		D02	0.675		
Competitive		D13	0.736	0.893	0.584
		D15	0.742		
		D17	0.763		
		D21	0.645		
		D23	0.713		
		D25	0.712		
		D05	0.681		
		D09	0.719		
Goal		D12	0.819	0.842	0.640
		D16	0.806		
		D04	0.774		
Achievement Orientation	Achievement Orientation	Win	0.770	0.885	0.721
		Competitive	0.945		
		Goal	0.823		
		Talent	0.940		
Performance		Talent	0.940	0.920	0.851
		Perform	0.905		

Meanwhile, discriminant validity also tested, as shown in Table 2 below. Discriminant validity is a test to determine the differences between components so that there is no overlap in meaning [16], [17]. As a result of the discriminant validity test, the indicator's outer loading should be higher value relevance than the relation of the other components [15].

TABLE 2: RESULT OF DISCRIMINANT VALIDITY

	Achievement Orientation	Performance
Achievement Orientation	0.849	
Performance	0.268	0.922

According to Table 2, the shaded numbers have higher values than the others below them. From the findings, all components have discriminant validity that meets the requirements as suggested by [15].

B. Assessment of Structural Model

To test the hypothesis, the bootstrapping method was used based on a sample size of 500 by default [18]. Figure 1 and Table 3 shows that AO support Performance. Based on the result, H_1 predicted a positive relationship with performance ($\beta = 0.268$, $t = 2.383$, $p < 0.05$). Overall, the AO component in this study contributed 7.2% to Performance.

TABLE 3: RESULT OF HYPOTHESIS TESTING

	Relationship	Std. Beta	T-value	P-value	Result
H_1	AO ---> P	0.268	2.383	0.018	Supported

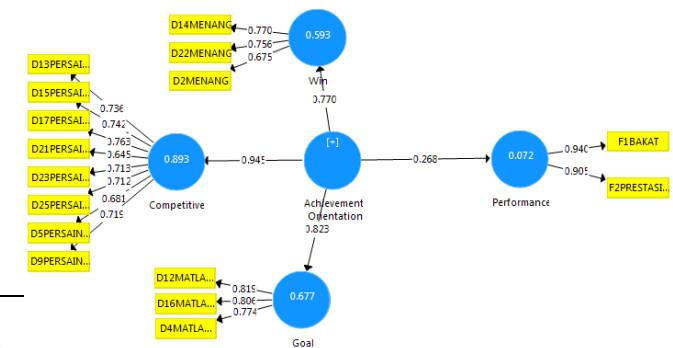


Figure 1: The structural model of Achievement Orientation on Performance.

5 CONCLUSION

The findings show that achievement orientation has a positive relationship with performance. This means that H_1 is fully supported and proven by researchers. This finding supports previous studies [19], [20]. A study by Joakim [19], found that the influence of achievement orientation can improve the performance of athletes and youth at the level of competition. Athletes and players can improve their performance when they have a high achievement orientation [21]. According to this study, achievement orientation has three components, namely win, competition, and goal. This also creates the willingness of teachers and coaches to foster the goal of athlete and player orientation in improving their performance during the competition. Teachers and coaches can manipulate athlete and player orientation goals to create more fun training strategies. A clear orientation goal can help athletes maintain their focus during the competition. In conclusion, the performance of football players at a young age is positively related to achievement orientation. For future studies, several other factors besides achievement orientation could be added to see their relationship on performances. Some of the highlights can be motivation, coaches' leadership style, and sports facilities.

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